



**BALLOON FACE GAME: AN INNOVATIVE GAME IN
LISTENING TEACHING PROCESS (A CLASSROOM ACTION
RESEARCH OF TENTH 1 GRADERS OF SMAN 1 NALUMSARI JEPARA
IN 2014/2015 ACADEMIC YEAR**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**

MOTTO AND DEDICATION

MOTTO:

- Work hard, play hard.
- Education is the best equipment for the old day.
- Success needs a process. Eat failure, and you will know the taste of success.
Success is not a final, only achievement.
- Learn from the past, live for the today, and plan for tomorrow.
- Always be yourself no matter what they say and never be anyone else even
it the look better than you.

This skripsi is dedicated to:

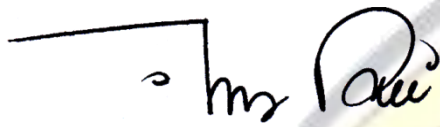
- My beloved Mother and Father.
- My beloved brothers and sisters.
- All my friends.

ADVISORS' APPROVAL

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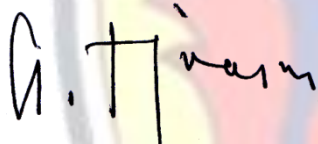
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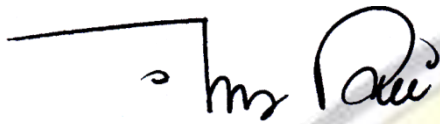
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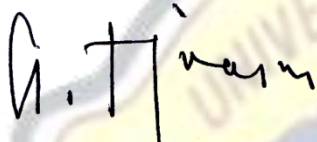
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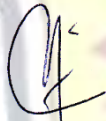
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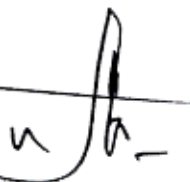
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Finally, thanks are also due to those whose names could not be mentioned here, their contributions have enabled her completing this final project. The writer admits that this research is still imperfect yet. Therefore, some constructive critics and suggest from reader will be appreciated. The writer has a great expectation that her study will be beneficial and useful for everybody who interest in reading this research.

Kudus, October 2015

The researcher,

Istiqomah Wulan Sari

ABSTRACT

Sari, Istiqomah Wulan. 2015. *Balloon Face Game: An Innovative Game in Listening Teaching Process (A Classroom Action Research of Tenth 1 Graders of SMAN 1 Nalumsari Jepara in 2014/2015 Academic Year)*. Research Proposal. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Drs. Suprihadi, M.Pd., (2) Dr. H. Hilal Madjdi, M.Pd.

Keyword: *Listening and game.*

Listening is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, gather all of them and interpret it immediately to the context of the utterance.

To make students do not consider that listening subject is difficult, an knowledge of effective listening comprehension strategies can help students on the language input they are receiving. That strategy is applying games in listening teaching process. There are so many games which can be applied in teaching learning process of listening, but in this research the writer recommend to apply Balloon Face Game in teaching learning process of listening.

The main objective of this research is to describe the phenomenon gotten by students in teaching learning process of listening by using Balloon Face Game. The specific objective of this research is how balloon face game will be applied by the teacher in teaching learning process of listening.

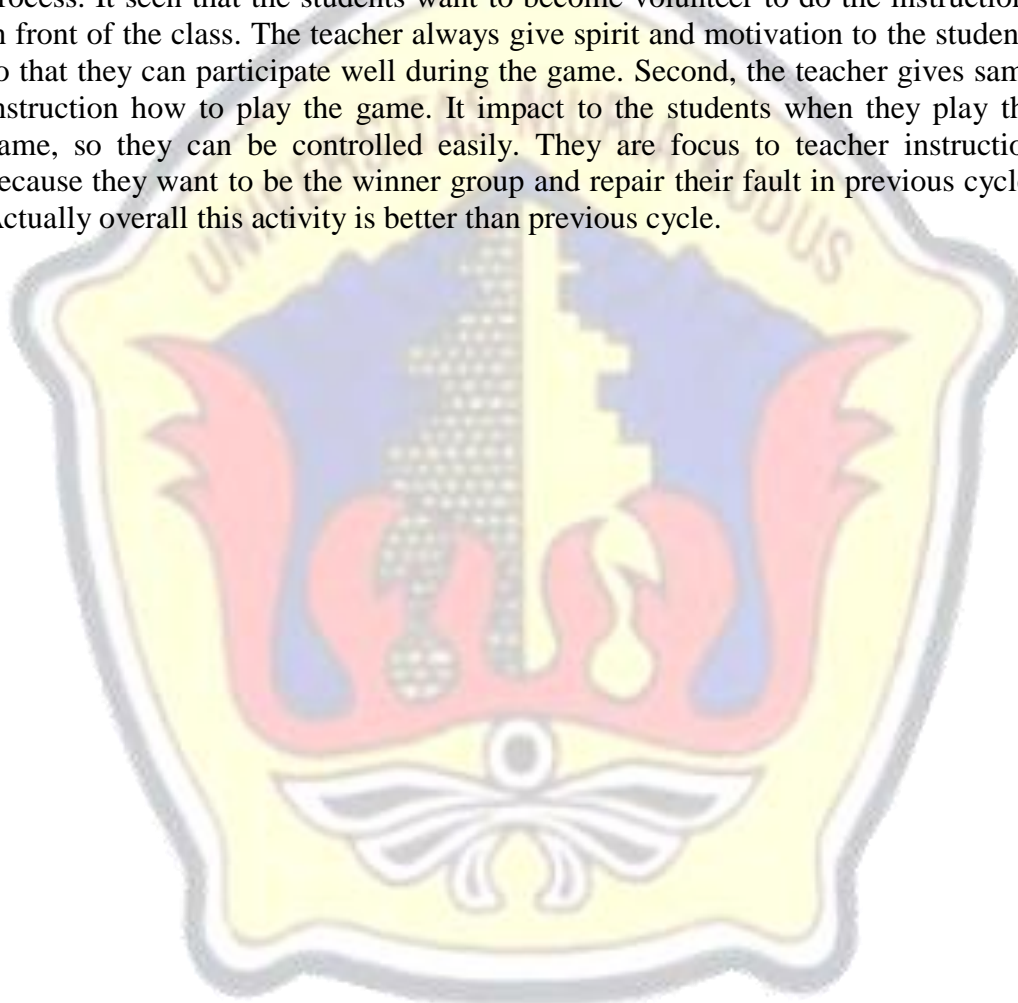
The writer designs the research as classroom action research. The writer conducts this research into cycle models according to Kemmis and Mc Taggart (Planning, Action, Observation, and Reflection).

In this research, there are two types of data. Those are quantitative data (numerical data) and qualitative data (non-numerical data). The numerical data is obtained from score of questionnaire and non-numerical data is collected through observation. The writer analyzes the qualitative data descriptively. In analyzing the quantitative data the writer applied statistical method. To analyze the questionnaire's answer, the writer uses Guttman Scale.

The result of this research shows that the effectiveness of Balloon Face Game implemented in teaching learning process of listening tenth 1 graders of SMAN 1 Nalumsari Jepara in 2014/2015 academic year can be said that successes. The goal or target is achieved that some criteria had been decided to measure the effectiveness. It can be seen from the students' responses after Balloon Face Game implemented. The response of students in cycle 1 shows that very good response. It above 85% students very like study English through game of Balloon Face Game. In cycle 2, the questionnaire result shows the students' response can be seen that the students show their positive response again. Beside the students' responses from the questionnaire is given, the effectiveness of

Balloon Face Game implemented can be seen from test is given by the teacher and actually the score of the students reach the criteria of KKM. From the recapitulation of score in cycle 1 and 2, it can be seen that the students' average score improve from 78.4375 became 92.06. The writer find strength and weakness happened when the students play the game. Unfortunately in cycle 1, there is weakness of the media. But, the result of cycle 2, the teacher and the writer do not find the weakness. The weaknesses of cycle 1 become the strength in cycle 2.

From the second observation of cycle 2, the writer finds some conditions and fact which totally are different with the previous cycle. The writer finds there is a good students' response to the teacher. The writer finds some differences in some aspects. First, the students are more enthusiastic in the teaching and learning process. It seen that the students want to become volunteer to do the instructions in front of the class. The teacher always give spirit and motivation to the students so that they can participate well during the game. Second, the teacher gives same instruction how to play the game. It impact to the students when they play the game, so they can be controlled easily. They are focus to teacher instruction because they want to be the winner group and repair their fault in previous cycle. Actually overall this activity is better than previous cycle.



ABSTRAK

Sari, IstiqomahWulan. 2015. *Permainan Balloon Face: Suatu Permainan Inovasi dalam Proses Mengajar Listening (Suatu Penelitian Tindakan Kelas Sepuluh MIA 1 SMAN 1 Nalumsari Jepara Tahun Ajaran 2014/2015)*. Proposal Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus.English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Drs. Suprihadi, M.Pd., (2) Dr. H. Hilal Madjdi, M.Pd.

Kata Kunci: *Mendengarkan dan permainan.*

Mendengarkan adalah segala tindakan tetapi suatu aktifitas yang pasif. Mendengarkan merupakan hal yang kompleks, proses keaktifan yang mana pendengar harus membedakan antara berbagai suara, memahami kosa kata, dan struktur tata bahasa, menafsirkan tekanan dan intonasi, mengumpulkan semuanya dan menafsirkan secara langsung pada konteks ucapannya.

Agar para siswa tidak menganggap bahwa mendengarkan itu sulit, suatu pengetahuan tentang strategi yang efektif dari pemahaman mendengarkan dapat membantu para siswa pada pemakaian bahasa yang mereka terima. Strateginya adalah menggunakan permainan di dalam proses pengajaran mendengarkan.

Tujuan utama dari penelitian ini adalah untuk menggambarkan kejadian yang dihasilkan oleh para siswa di dalam proses belajar mengajar dari mendengarkan dengan menggunakan permainan wajah balon. Tujuan khususnya adalah bagaimana permainan Balloon Face digunakan oleh guru di dalam proses belajar mengajar dari mendengarkan.

Penulis merancang penelitian ini dengan model penelitian tindakan kelas. Penulis melakukan penelitian ke dalam model siklus berdasarkan Kemmis dan Mc Taggart (rencana, tindakan, pengamatan, dan refleksi).

Penelitian ini ada dua jenis data. Data kuantitatif (data angka/numerik) dan data kualitatif (data non-numerik). Data numerik didapatkan dari skor daftar pertanyaan dan data non-numerik dikumpulkan melalui observasi. Penulis menganalisis data non-numerik (kualitatif) dengan cara penggambaran. Di dalam menganalisis data numerik (kuantitatif) penulis menggunakan metode statistik. Untuk menganalisis jawaban dari daftar pertanyaan, penulis menggunakan skala Guttman.

Hasil dari penelitian ini menunjukkan bahwa keefektifan dari permainan Balloon Face yang diterapkan dalam proses belajar mengajar mendengarkan siswa kelas X1 SMAN 1 Nalumsari Jepara tahun ajaran 2014/2015 dapat dikatakan sukses. Tujuan atau target telah dicapainya yaitu beberapa kriteria yang ditentukan untuk mengukur keefektifan. Dapat dilihat dari respon siswa setelah implementasi permainan Balloon Face. Respon siswa di siklus 1 menunjukkan respon yang sangat baik. Di atas 85% siswa sangat menyukai belajar Bahasa Inggris melalui permainan yaitu permainan Balloon Face. Di siklus 2, hasil kuesioner menunjukkan pula respon yang sangat baik. Selain respon siswa melalui kuesioner, keefektifan permainan Balloon Face dapat dilihat pula dari tes yang

diberikan guru dan kenyataannya nilai para siswa mencapai kriteria KKM. Dari rekapitulasi nilai di siklus 1 dan 2 yaitu nilai rata-rata siswa naik dari 78,4375 menjadi 92,06. Peneliti menemukan kelebihan dan kekurangan yang terjadi ketika siswa melaksanakan permainan Balloon Face. Siklus 1 ada kelemahan dari media. Tetapi dari hasil siklus 2 guru dan peneliti tidak menemukan kelemahan. Malahan kekurangan di siklus 1 menjadi kelebihan di siklus 2.

Dari observasi siklus 2 peneliti menemukan beberapa kondisi dan fakta yang mana semuanya berbeda dengan siklus sebelumnya. Penulis menemukan ada respon yang baik terhadap guru. Peneliti menemukan perbedaan dalam beberapa aspek. Pertama, para siswa lebih antusias dalam proses belajar mengajar. Itu dapat dilihat dari para siswa yang ingin menjadi partisipan untuk melakukan instruksi di depan kelas. Guru selalu memberikan semangat dan motivasi agar siswa dapat berpartisipasi dengan baik selama permainan. Kedua, guru memberikan instruksi yang sama dalam melakukan permainan. Maka mereka dapat dikontrol dengan mudah. Mereka juga terlihat fokus pada instruksi guru sebab mereka ingin menjadi grup pemenang dan memperbaiki kesalahan mereka pada siklus sebelumnya.



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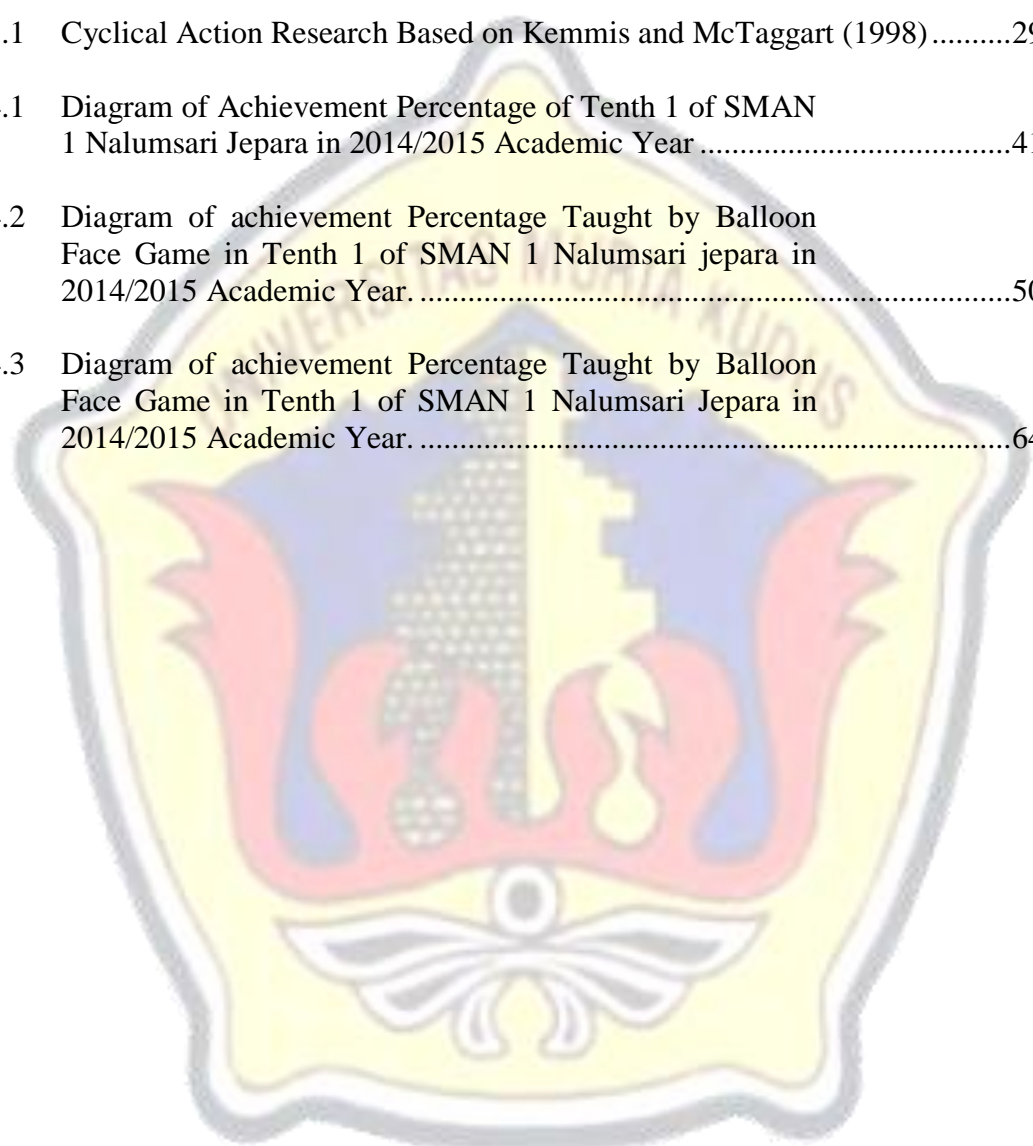
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